| ***Health Grade 8 Unit 2: Personal Safety***  ***3 Weeks*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Targeted Standards**  2.1.8.PGD.1: Explain how appropriate health care can promote personal health.  2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.  2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.  2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.  2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.  2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.  2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.  2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.  2.1.8.PP.5: Identify resources to assist with parenting.  2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).  2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.  2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.  2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.  2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships  2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.  2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.  2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.  2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.  2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).  2.1.8.SSH.9: Define vaginal, oral, and anal sex.  2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).  2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).  2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).  2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.  2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.  2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.  2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.  2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.  2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.  2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.  2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.  2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.  2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.  2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).  2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).  2.3.8.PS.2: Define sexual consent and sexual agency.  2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).  2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.  2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).  2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).  2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).  2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.  2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.  2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).  2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).  2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.  2.3.8.HCDM.6: Explain how the immune system fights disease.  2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.  2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.  2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.  2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.  2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.  2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.  2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.  2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.  2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.  2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.  2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. | | | | | |
| **Rationale and Transfer Goals** :  The rationale of the Personal Safety unit is to provide students with the basic knowledge and experience they need to to live a healthy life. The students will learn how to prevent and care for victims of common first aid accidents as well as life-threatening emergencies. Students will also learn what to do in the event of a natural disaster. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  Individual actions, genetics, and family history can play a role in an individual’s personal health.  Responsible actions regarding behavior can impact the development and health of oneself and others.  An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.  There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.  Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.  Inclusive schools and communities are accepting of all people and make them feel welcome and included.  Relationships are influenced by a wide variety of factors, individuals, and behaviors.  There are factors that contribute to making healthy decisions about sex.  Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.  Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.  Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.  Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.  Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.  Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.  Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.  Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.  The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies  The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.  A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.  The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  How does bad habits lead to an accident chain?  Why do you think that children and older adults are the most likely to die in house fires?  Why is it important to get to safety before you call 911?  Why is it important to follow rules against bringing weapons to school and what should you do if someone has one?  What are some actions you can take to stay safe outdoors during walks, biking, hiking and other pedestrian activities?  What is the difference between weather emergencies and a natural disaster?  What should be in your emergency supply kit?  Why should medical professionals always wear gloves when they help someone who is bleeding?  What information should you give when calling 911 or another emergency number? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Explain what it means to be safety conscious * Explain how to protect yourself and others from fires. * Describe how to stay safe on the roads in a car or as a pedestrian. * Describe how to stay safe you the neighborhood. * Describe the different types of weather emergencies and natural disasters. * First aid is the immediate care but more care may be needed   Vocabulary  Safety conscious  Flammable  Pedestrian  Weather emergencies  Tornado  Hurricane  Blizzard  Hypothermia  Earthquake  Aftershocks  First aid  Cardiopulmonary resuscitation  Rescue breathing  Abdominal thrusts  Chest thrust  First degree burn  Second degree burn  Third degree burn  Fracture  dislocation | * Break bad habits that could lead to unsafe results of others or oneself. * Take action of fire prevention at home * Develop an escape plan in case of fire emergency. * Develop safety rules for self when playing in the neighborhood * Practice healthful behaviors by preparing an emergency supplies kit * Recognize if a person is choking | | skits  Worksheets  Discussion  Notes  Powerpoint | | Completion of writing assignments and written test  Completion of teacher created assessment  Successful completion of skill/content sheets  Completion of Autobiography Project  Notebook  Participation |
| **Spiraling for Mastery**  *Where does this unit spiral back to other units from this or previous years*  *in order to ensure that students retain mastery of what they’ve learned?* | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Accessing Information   * Staying up to date with news and thing of the world * Knowing your community escape plan   Practicing Healthful Behaviors   * Breaking the Accident Chain * Staying abstinent from risky behaviors * Making sure fire alarms have good batteries * Following safety rules and procedures   Communication Skills   * Having great communication when calling 911 * Communicating well in an emergency situation   Decision Making   * Using your decision making skills from home, school, neighborhood safety   Advocacy   * Sharing information that could help others with safety prevention methods. | | * Building healthy habits * Building strong communication skills * The Decision Making Process | | Fire Escape Plan  Public Service Announcements  What to Put in a first Aid Kit  CPR practice  Abdominal thrust practice  Notes  Q and A Sessions  Journal Writing  Topics:  Preventing Injury  Staying Safe at Home  Staying Safe Outdoors  Weather Emergencies and Natural Disasters  Giving First Aid | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  **1. Content Knowledge and 21st Century Themes:** Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include:**English, reading or language arts World languages Arts Mathematics Economics Science Geography History Government and Civic**   * Health literacy   **2. Learning and Innovation Skills:**Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.   * Creativity and Innovation * [Critical Thinking and Problem Solving](http://www.p21.org/about-us/p21-framework/260) * [Communication and Collaboration](http://www.p21.org/about-us/p21-framework/261)   **3. Information, Media and Technology Skills:**Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.   * [Information Literacy](http://www.p21.org/about-us/p21-framework/264) * [ICT Literacy](http://www.p21.org/about-us/p21-framework/350)   **4.**[**Life and Career Skills**](http://www.p21.org/about-us/p21-framework/266)**:**Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include::   * Flexibility & Adaptability * Initiative & Self Direction * Social & Cross-Cultural Skills * Productivity & Accountability * Leadership & Responsibility | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?  Glencoe *Teen Health* Course 2 (470-505)  KidsHealth.com  \*various resources health information changes daily | | | | | |
| **Interdisciplinary Connections**  **Science**  **K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**  **K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**  **MS-LS1-5** . **Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.**   * Connections to health processes associated with physiology and anatomy * Basic understanding of communicability of diseases in discussion of wellness   **ELA**  **NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**  **RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**  **RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**  **NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**   * Students practice writing and reading in the content area   **Social Studies**  **6.1.4.D.13: Describe how culture is expressed through and influenced by the behavior of people.**  **6.1.4.D.18: Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.**   * discussion of community and culture as a role in an individual's fitness level, discussion of community resources related to personal wellness | | | | | |